ERIC Document Resume	See Instruction Sheet	DATE OF RESUME	DATE RECEIVED

A. PUBLICATION DATA

1. ERIC NUMBER	2. ORIGINATOR CONTROL NO(S).	3. IDENTIFICATION NO.	DO NOT WRITE IN SPACE BELOW
ED002460	N.A.	N.A.	

4. AUTHOR(S): Rasshaert, William M.

5. TITLE OF DOCUMENT ABSTRACTED: A Rationale for Changing Education in an Inner-City High School

6. PUBLICATION TITLE: N.A.

7. EDITOR(S): N.A.

8. PLACE OF ORIGIN: ORG. Detroit Great Cities Project, ST. Detroit, Michigan (CITY, STATE)

9. PUBLISHER OR SOURCE: Detroit Great Cities Project for School Improvement, Detroit, Michigan

10. VOL.	11. PAGES	12. MO./YR.	13. TOTAL PP.
N.A.	N.A.	2/62	33

TELE. EXT. INST/LOC CODE

MICROFILM COPY AVAILABLE: YES ☒ NO ☐

COPYRIGHT GRANTED: YES ☐ NO ☒

COPYRIGHT RELEASE FILED: YES ☐ NO ☐

TYPE OF REPORT: PROPOSAL ☐ IN-PROGRESS ☐ FINAL ☒ FOLLOW-UP ☐

OTHER ERIC REFERENCES:

ERIC SATELLITE CODE

B. INDEXING DATA

14. SUBJECT AREA

15. TYPE OF ENDEAVOR: report

16. INDEXING TERMS (6-12)

secondary education	objectives	organization	administration	scheduling
general education	curriculum	counseling	faculty	environment
teacher education	vocational education			

17. ABSTRACT (MAX. 250 WORDS) Remarks based on an abstract of literature related to purpose organization in secondary schools stress the need for evaluating high school curricula in terms of the general purposes of American education and the specific purposes of a particular school. Major needs of youth in a democratic society are listed; although the needs themselves are uniform, the programs to meet them should be varied. Programs to meet needs for vocational skills, leisure time activities, and appreciations should be based on individual needs and talents, whereas the needs for competence and understanding in citizenship, family life, health, and physical fitness require similar experiences for all children. General education answers the emphasis on citizenship and other common needs.

Illustrations are given of the kind of institutional structure that might be evolved from purpose organization. Administrators and counselors could lead teachers and department heads in achieving the school's major purposes without disturbing the existing departmental organization in a large school. Departmentalization, although not considered detrimental to school functioning, is felt by the author to need more direct relationship to the achievement of the purposes for which the school is organized. Along with purpose-organized departments, there should be such service departments as guidance and curriculum improvement.

A final change suggested by the evolution of purpose organization is a new schedule pattern, involving integrated courses and modification of time schedules to include three or four lengths of periods.

ERIC No.

18. SOURCE OF ABSTRACT

C. FUNDING DATA

19. SUPPORTING ORGANIZATION	20. DIVISION OR DEPT.	21. CONTRACT NO. / PROJECT NO.
	22. TOTAL COST OF PROJECT	
	23. DURATION OF PROJECT	U.S. Department of Health, Education, and Welfare Office of Education

ERIC Form 1

000380
file: Detroit

HARVARD GRADUATE SCHOOL OF EDUCATION
CENTER FOR RESEARCH & DEVELOPMENT
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ED002460

A RATIONALE FOR CHANGING EDUCATION IN AN INNER-CITY HIGH SCHOOL

An Abstract of Literature Related to Purpose Organization in Secondary Schools

by

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Detroit, Michigan

February, 1962

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A RATIONALE FOR CHANGING EDUCATION IN AN INNER-CITY HIGH SCHOOL

It is easily understandable why the typical, topnotch high school administrator, beset by ongoing, minute by minute, problems of both routine and crucial nature, often shows little patience with a theoretical approach to revamping or changing existing school programs. However, the National Association of Secondary School Principals, since 1935, has actively set forth the fundamental idea that a theoretical view of the curriculum is a crucial and basic first step towards improving education in a secondary school. Most specifically, the NASSP set forth the "Imperative Needs of Youth" in its Bulletin, dated October, 1949. We shall state these shortly, in this paper.

More recently in Detroit, the Citizens' Advisory Committee under the general direction of George W. Romney and under the specific direction of Mrs. Gerald R. Slattery, Chairman of the Curriculum Sub-Committee, with the approval of the Board of Education retained Drs. Will French and Nolan C. Kearney, distinguished national authorities in the field of education, to serve as Consultants to the Sub-Committee on Curriculum. The Consultants' Reports on the School Program (Curriculum) Sub-Committee of the Citizens' Advisory Committee on School Needs specifically sets forth and reinforces many of the theories that have been prevalent in the field since 1935 and earlier.

This writer, after having served on twenty-seven various committees dealing with curriculum at all levels during the past ten years, with emphasis on the junior and senior high schools, is able to conclude on the basis of experience and on the basis of research reviewed recently, that school organization at the secondary school level would be greatly enhanced and aided by developing its curricula around the basic and central issue of Purposes. Because of the extensive and pointed recommendations made by the Citizens' Advisory Committee and the consultants to the sub-committee on curriculum, it is suggested that the Consultants' Report be examined for detailed information. However, it seems appropriate here to call attention to the fact that both the sub-committee and the Consultants' Report emphasize, in many places, the need for evaluating present high school curricula in terms of the purposes of American education generally and the specific purposes of a given high school. In order to illus-

trate the pointedness of the recommendations, we include here three selections from pages 98 and 99 in the Consultants' Report:

> Under modern conditions of urbanized life and of our industrialized economic life it is impossible to keep all youth in school for twelve years, but it is better that as many as possible be in school, at least during their 16th and 17th years, than out of school. In Detroit the out-of-school youth of these ages are largely unemployed. Juvenile delinquency rates are highest among this group or among those two years older who left school at 16 or 17. It is undesirable and dangerous not to attempt to reduce the number of potential dropouts to the minimum. To attempt to keep them and other potential dropouts in school, at work on a program which does not fit them, which has no well-defined purposes and which they find of little benefit to them, merely transfers the behavior problems from the streets to the schools. The remedy is to accept the fact that these youths exist and that they should be in school, at work on a program which they can see has some relation to the conditions of their present and immediate future living.
>
> If the schools faced this situation realistically, they would modify this curriculum and the content of courses in it in the light of needs of the students now in this curriculum and of those who are now out of school but ought to be in it.
>
> 1) to know some useful information;
> 2) to be able to perform some useful work at the skilled, semi- and unskilled levels;
> 3) to be a member of the family and to have a home with children;
> 4) to make better use of leisure; and
> 5) to become good citizens of Detroit.
>
> These things these students are going to do, whether educated for them or not--and the citizens of America have no safe course, nor any course consistent with our ideals of educational opportunity for all, except to attempt to provide an education that is a good and as useful for them as it provides for those who choose to enter the business, vocational or college entrance curriculums.
>
> Such purposes as are implied in the paragraph above need to be stated for this curriculum and courses need to be developed which are specifically designed to serve these purposes with these students. They should be required to take the nine units in required courses in English, social studies, mathematics and science, but with content fully modified to correspond with their ability levels and closely geared to immediate use in their living. The goals of these courses, and other courses in this curriculum, should be better speech, better reading (partly for recreation), better community citizenship, better ability to use mathematics in work-and-home life, better work habits and skills, better personal health,

better recreation, better home membership and better child care. A program of subjects covering such areas of learning should be arranged in an appropriate order, and with some modifications for boys and for girls, should be largely required for graduation from this curriculum. Some allowance for electives to provide for special interests, for particular types of leisure activities with carry-over into life values, should be provided. Counselors should be able to make adjustments in individual programs, but the general plan should be for all to have a chance to learn to carry on life's various activities and responsibilities better as a result of having gone to high school.

The Report states further the problem of guidance needed by students in course selection on pp. 98-99:

> Many of Detroit's high schools now offer courses designed to do some of the things just proposed as basic purposes for this curriculum. They are now mostly elective and may or may not be taken by students who need them most. Courses in home and family living, home economics, occupational information, health, physical education, hygiene, child care, library reading, job up-grading and speech are examples. But in a large high school only one class in some of these will be offered at one hour, so that it is utterly impossible for all those who could profit most from taking such courses to do so. Sometimes lack of facilities or trained personnel makes this limitation of these courses necessary. Mostly, however, the situation exists because the need for a practical, functional program for large numbers of students has not been recognized and provided for. As a result they have been permitted to elect, with counselors' approval--often given because there seemed little else to do--an unorganized collection of courses which were accepted as fulfilling the requirements of this general curriculum.

Finally, the essential need for evaluation and remodeling the "general curriculum" is stated on page 99 of the Report:

> There is no aspect of the present high school program that needs more serious study in terms of a well-defined purpose than is presented by this general curriculum. About a third of students now in school on a city-wide basis graduate from it. What can these schools say this group is well prepared to do (or to be) as a result of having taken this curriculum? What can Detroit say this curriculum has to offer to the present "dropouts"? Detroit ought to attack the drop-out problem with the determination to reduce the number dropping out by at least a half in the 1960's. This would bring into the high schools from this source alone perhaps 5,000 more students. Not all of these

> will want to take this curriculum, but a big majority probably will. They and the youth now in it, deserve a more purposefully organized curriculum than they are now getting. They will get it if Detroit really believes in providing an appropriate educational opportunity for all its children and youth.

The most recent publication which talks about curriculum improvement is entitled Preparing Pupils for the World of Work; a report and recommendations of a special staff committee appointed by the superintendent of schools, 1962. The World of Work Report, in the section entitled,"Improvement of the Curriculum in General," beginning on page 15 and the definition of secondary school education on page 16, both point to the urgent need for re-examining and reorganizing the "General" Curriculum. The World of Work Committee Report stresses as no other recent Detroit document has, the urgent need for re-examining all aspects of our preparation of high school youth for saleable skills and employment. It also stresses and emphasizes the need for the general preparation of youth leading to either terminal experiences at the high school level or continuation in some other educational institution. Many of the recommendations made in the World of Work Report are dependent for their implementation on increased school plant facilities; however, there are others that point to the need for immediate reconsideration of the curricula offered in the high schools and which would be workable in terms of the needs of students and the purposes of local and national secondary educational goals. Again, this revolves around the central issue of "Purposes," which can be defined and attained.

Before delineating the approach to organizing the high school curriculum around Purposes, it behooves us to look at the crucial needs of youth as identified by the NASSP Bulletin, 33, No. 164 (October, 1949).

THE IMPERATIVE NEEDS OF YOUTH

The Common and Essential Needs that All Youth Have in a Democratic Society

Recommendation: Through curriculum planning, the educational program in the secondary school should meet these needs of all youth adequately.

1. All youth need to develop saleable skills and those understandings and attitudes that make the worker an intelligent and productive participant in economic life. To this end, most youth need supervised work experience as well as education in the skills and knowledge of their occupations.

2. All youth need to develop and maintain good health and physical fitness.

3. All youth need to understand the rights and duties of the citizen of a democratic society, and to be diligent and competent in the performance of their obligations as members of the community and citizens of the state and nation.

4. All youth need to understand the significance of the family for the individual and society and the conditions conducive to successful family life.

5. All youth need to know how to purchase and use goods and services intelligently, understanding both the values received by the consumer and the economic consequences of their acts.

6. All youth need to understand the methods of science, the influence of science on human life, and the main scientific facts concerning the nature of the world and of Man.

7. All youth need opportunities to develop their capacities to appreciate beauty in literature, art, music, and nature.

8. All youth need to be able to use their leisure time well and to budget it wisely, balancing activities that yield satisfactions to the individual with those that are socially useful.

9. All youth need to develop respect for other persons, to grow in their insight into ethical values and principles, and to be able to live and work co-operatively with others.

10. All youth need to grow in their ability to think rationally, to express their thoughts clearly, and to read and listen with understanding.

Although the imperative needs of youth are common to all young people, the programs to meet some of these needs cannot be uniform. Those to meet the needs for vocational skills, vocational pursuits, leisure time activities and appreciations, for example, must vary according to the interests and talents of the individuals. The need for competentence and understanding in democratic citizenship, family life, and health and physical fitness, on the other hand, requires common or similar experiences for all youth. The area of the curriculum that is directed toward providing common or similiar experiences for universal needs may be termed "general education." It may be defined as the program to meet the educational needs that every individual has by virtue of being a person and a member of a social group regardless of his particular position and professional or vocational goal.

The present emphasis upon education for citizenship and other common needs would indicate a trend toward greater emphasis on general education in the senior high school and a consequent concern for the effectiveness of this program. The upward extension of secondary education is likely to bring with it the postponement on some specialized education into these later years and a consequent greater emphasis upon general education or the common learnings in the present senior school years. This would require a greatly enriched program of general education.

Although the needs for general education may be common to all people, it must be recognized that even here there are <u>different</u> <u>levels</u> to which the program can be carried, rather than a standard level for all youth. The same ends are sought, much common content is used,but a broader range of generalizations and inferences is attempted with some students than with others. Thus youth who continue their education in college, and who will work in professional fields in many cases, will in general have positions of leadership in the civic, cultural, and social activities of their communities. Thus the under-graduate college program should continue, in part, the program of general education for students who will need and desire a more advanced level of education in both common and special fields. The development of an effective program of general education that will facilitate the kinds of growth and development necessary for all our young people is the central curriculum problem of American youth education today.

WHERE SHALL WE BEGIN?

Defining the Purposes of the School

All sorts of precedents have been set during the past thirty years or more which give us an organized approach to the functions of youth education. Certainly, if youth education is to have orientation and direction, its major functions periodically need systematic and careful definition. The most comprehensive recent study directed toward defining and analyzing the functions of secondary education is that carried on by the Committee on Orientation of Secondary Education of the National Association of Secondary School Principals of NEA (see Committee on Orientation of Secondary Education, "Functions of Secondary Education," NASSP Bulletin, No. 64, January, 1937.) More recently published are the related documents Education for All American Youth: A Further Look (Educational Policies Commission) and Planning for American Youth (NASSP), both of which include parallel statements of "needs" to be served by secondary education and therefore delineate its functions. From all of these publications, one may deduce that there are four principle major functions which modern secondary education must perform: (1) integrating functions; (2) the developmental functions; (3) the exploratory and guidance functions; and (4) the differentiating function. Although textbooks refine these four functions into greater number by detailed analysis, yet they are adequate for a working definition for the scope of secondary education and provide practical guides for the selection and organization of the activities of the secondary school.

Because they know more about the functions of organization in administration now than they did fifty years ago, educators are increasingly recognizing the close relationship between the type of organization developed and the achievement of purposes. As they become increasingly concerned about the achievement of purposes they will probably develop organizations based upon the purposes they hold.

To avoid an unwieldy set of aims, many schools have classified their ultimate objectives under four headings: Health, Citizenship, Leisure Time, and Life Work. Each school staff should either find a statement of aims that it can accept or make one of its own. As is illustrated in Education for All American Youth: A Further Look, this process of delineating purposes is one in which school staffs

along with the principal and assistant principal and pupils may well have a part. It may be that the principal and the staff know the community well enough to decide without any help from laymen what purposes should be stressed in a given school (this may be especially true in Detroit since our Citizens' Advisory Committee activities subsequent committees' publications). But even so, since the rate of progress made by a local school is determined by the understanding by its public, it is wise to share with lay participation not only the original consideration of Purposes but in their subsequent implementation and the evaluation of results.

What Purposes Shall Be Stressed?

By studying the characteristics of the student body, the staff can determine the purposes that need emphasis. The socio-economic background, physical characteristics, abilities, attitudes, educational achievements, learning difficulties, and study habits of students all provide clues for needed educational emphasis. No general educational aim can be analyzed and defined except in terms of a particular student body and community. Education for life work may be chiefly preparation for college in one community, preparation for distributive occupations in another, and preparation for heavy industries in another. Education for citizenship may involve teaching table manners in one school and restraining the practice of wearing orchids to school dances in another. The members of the staff should study the community and the students of the school and decide what their most important tasks are at a particular time and place. Such study will not lead to the discovery of unique and wholly different sets of tasks for each high school because there are some fairly common needs that all youth have, one statement of which has been developed by Stephen Corey in The American High School (John Dewey Society Yearbook, 1947; New York, 1946), pp. 75-83. (See also Robert Havighurst, Developmental Tasks in Education [Chicago: University of Chicago Press, 1948]. The aims stated by Corey are as follows:

1. Coming to Terms with Their Own Bodies
2. Learning New Relationships to Their Age Mates
3. Achieving Independence from Parents
4. Acquiring Self-Confidence and a System of Values

Thus, while each school should build its goal around its own student body, it will not be surprising to find that high schools in this country have many common goals.

Although a general statement of ultimate goals will serve as a starting point for the staff in defining the purposes of the school, it is not enough. The purposes should be so specific that they help in determing the experiences to be provided for students and so definite that the staff can reach decisions as to whether or not they have been achieved. For example, preparation for life work is generally accepted as a purpose of the secondary school. However, it has more meaning and provides better guidance if we say that the school should equip very student either (1) to fill successfully a position on a rung of some occupational ladder or, (2) to continue successfully his schooling in some other educational institution. This statement in some measure suggests the kinds of educational experiences that should be provided and if we are willing to make the necessary effort, we can ascertain whether or not the purpose has been achieved. In the field of mental and emotional health, if we say that we wish to help each student to work and to enjoy recreational activities successfully with his fellow students, we have some sense of direction for our efforts and one criterion for judging their effectiveness. Often members of the faculty have a cynical spirit as they approach a task of defining their Purposes. They fear that they are doing busy work which must ultimately conform to a statement of the principal or of some accepted educational authority. They see little relationship between a Statement of Purposes and practical activities of the classroom. This attitude can change to one of interest and concern as teachers come to see that they are defining their purposes in terms of student behavior so that they can plan learning activities intelligently and later evaluate them in terms of outcomes. As a result of evaluation, faculty members may change the learning activities or purposes or both. The defining of Purposes is an integral part of the educational process.

A good example of why a school not only should restate or accept such a general purpose as "life work," but should focus it sharply on the local community, is to be found in the experience of the Springfield, Missouri High School. Here, the "life work purpose" was studied with particular reference to the group in the school not bound for college. The post-school occupational careers of these

students and the job opportunities that actually exist in the community were studied carefully. As a result, the life work educational program of the school was changed to offer broadened opportunities for experiences in the practical arts and in actual work. Classes in English and social studies gave increased attention to the problems of students and of the community. When teachers actually use the results of such studies of purposes in their teaching, and when they see how a particular study has effected the education of particular boys and girls, they will not be so likely to regard defining Purposes for a school as a sheer waste of time.

Bases of Organization

The coach of an athletic team plans his system of play to make the best possible use of the material he has available. There is no one system of play that is best under all circumstances, but there is usually one system that is best for a team at a particular time, and there are some general principles that underlie all good plays. In the same way, there are methods of teaching and of organizing a staff, and the best ones will vary with time and place. The length and period may increase the effectiveness of one group of teachers and decrease the effectiveness of another. In one situation a single Girls' Counselor may very well direct the counseling program for the girls of the school. In another school or in the same school but at a different time, the work may best be done by a number of Girls' Counselors serving coordinately.

The staff should be so organized that it utilizes its strength to the fullest in these different situations. In fact, the organization of the school should be adaptable enough to adjust readily to changing problems, novel conditions, or new personnel. Simple machinery is more likely to be flexible than a complicated organization which may easily grow to be an end in itself rather than a means to an end. However, even the simplest of machinery can become an end in itself. For example, twenty-five years ago vocational guidance was emphasized quite generally in the ninth grade because great numbers of pupils could be reached there before they dropped out of school. Since that time most pupils are persisting in high

school much longer and vocational information can be provided more effectively for some pupils in some schools in the eleventh and twelfth grades. Yet many schools by force of ha it still confine their vocational guidance to the ninth grade.

The greatest contributions towards flexibility are an open-mindedness and a conviction on the part of the staff that improvement is both possible and desirable. For good morale, a staff needs to have satisfaction and even pride in the achievements of the schocl but care should be taken to see that this pride does not grow into a feeling that past and present practice is the acme of perfection and that new procedures are dangerous.

Organization Based Upon Purposes

The foregoing discussion may have raised a question in your mind regarding the conventional basis of high school organization in which subject-teaching departments are the chief element. If the school, to be effective, must subordinate departmental teaching to the purposes of secondary education to the extent implied in various publications mentioned earlier in this paper, justification for the prominence given to departmentalization in the school's organization in the future is required. A close study of the effects of these publications on organizations suggest that a more forthright acceptance of basic Purposes as determinants of high school organization is demanded. Accordingly, it is here proposed that high schools should be "purpose-organized."

In any institution that is to function effectively, one basis of organization must predominate. A small, simple enterprise usually uses but one basis of organization; in larger and more complex enterprises, there is need for more than one basis of organization, but one usually takes priority over all others. Where this is not the case, the enterprise is not well organized and is therefore difficult to administer.

The following four bases of organization are most commonly found if one examines enterprises and institutions of various types.

1. Purpose.

   In city government there is a low enforcement function, so there is a police department. A different function and purpose accounts for the organization of a fire department.

2. Process.

   A chemical company manufacturing or processing a particular drug might organize its workers chiefly according to the process in which they work, and subordinate everything else to these technical skills.

3. People or Things.

   We have a Bureau of Indian Affairs to deal with all affairs of the Indians in which the Federal Government is concerned. To use a quite different example, a junk dealer may organize his business according to the kinds of things bought and sold.

4. Place.

   The nature of some businesses—perishable products, for instance—decrees that geographical location must be the chief basis for organization so a company has a New York, a Chicago, and a West Coast Branch, at which a complete plant operates.

In any large organization all four of these bases as well as less usual ones, may be found to operate. The major executive assistants of the chief executive are therefore chosen according to one of these bases, with other assistants subordinated to them, or, if the latter are responsible directly to the chief executive, recognized as operating in an auxilary capacity to the major executive assistants.

Organizational Weaknesses in High School

If we evaluate the organizational pattern in common use in secondary schools as an expert and institutional organization would do, we can identify two weaknesses that may well make us feel that we should begin to shift this organizational pattern toward a clean-cut, Purpose basis. The first of these two weaknesses is

that, for the major part of the program—the "academic" part—schools are organized on a process basis although there is good reason to believe that the institutions exist primarily to achieve purposes which are not identical with the processes now being stressed. The second weakness is that we do not retain this process basis throughout the whole institution, but shift toward a purpose organization when we enter the areas of "non-academic" and vocational education. This procedure causes an institutional fracture, running from top to bottom of the organization between these two aspects of the work of the school, which can but weaken the entire educational structure. Both of these weaknesses should be eliminated by centering on the Purpose basis of organization and by giving it priority throughout the institution.

How Purpose Organization Would Change High Schools

If our high schools in Detroit and in general were to begin to unify their organization around the major Purposes of youth education, we might expect to find more schools in which some of the following changes were being made. This list, which is not meant to be an inclusive one, will suggest the kind of institutional structure that might develop.

1. Under the immediate supervision of the principal would be four or five "coordinators," each representing a major purpose of secondary education that the school intended to stress.

2. The "coordinators" or the "coordinating committees" or both would each study the school's work to see that everything possible was being done to achieve the major purposes of the school.

3. Courses of study would be developed in which content was evaluated in terms of its usefulness in achieving one of the major Purposes with the students for whom the course of study was intended.

4. The requirements and electives under each of the schools' curricula would be reconsidered in terms of the Purposes of each curriculum for its

students. (The Detroit Advisory Committee on School needs lists four curricula--The Business Education Curriculum, Vocational Education Curriculum, College Entrance Curriculum, and The General Curriculum).

5. The registration of students for a new year would be under the supervision of the coordinators.

6. The present practice of requiring students to secure a given number of credits in certain departments or subjects before graduation could be modified as the organization of the school developed in terms of Purposes. When the school's educational program is in charge of the coordinators who are responsible for the achievement of major Purposes throughout that program, we may expect each coordinator to be concerned about evaluating the pupils' growth in terms of the Purpose in which he, as coordinator, is responsible.

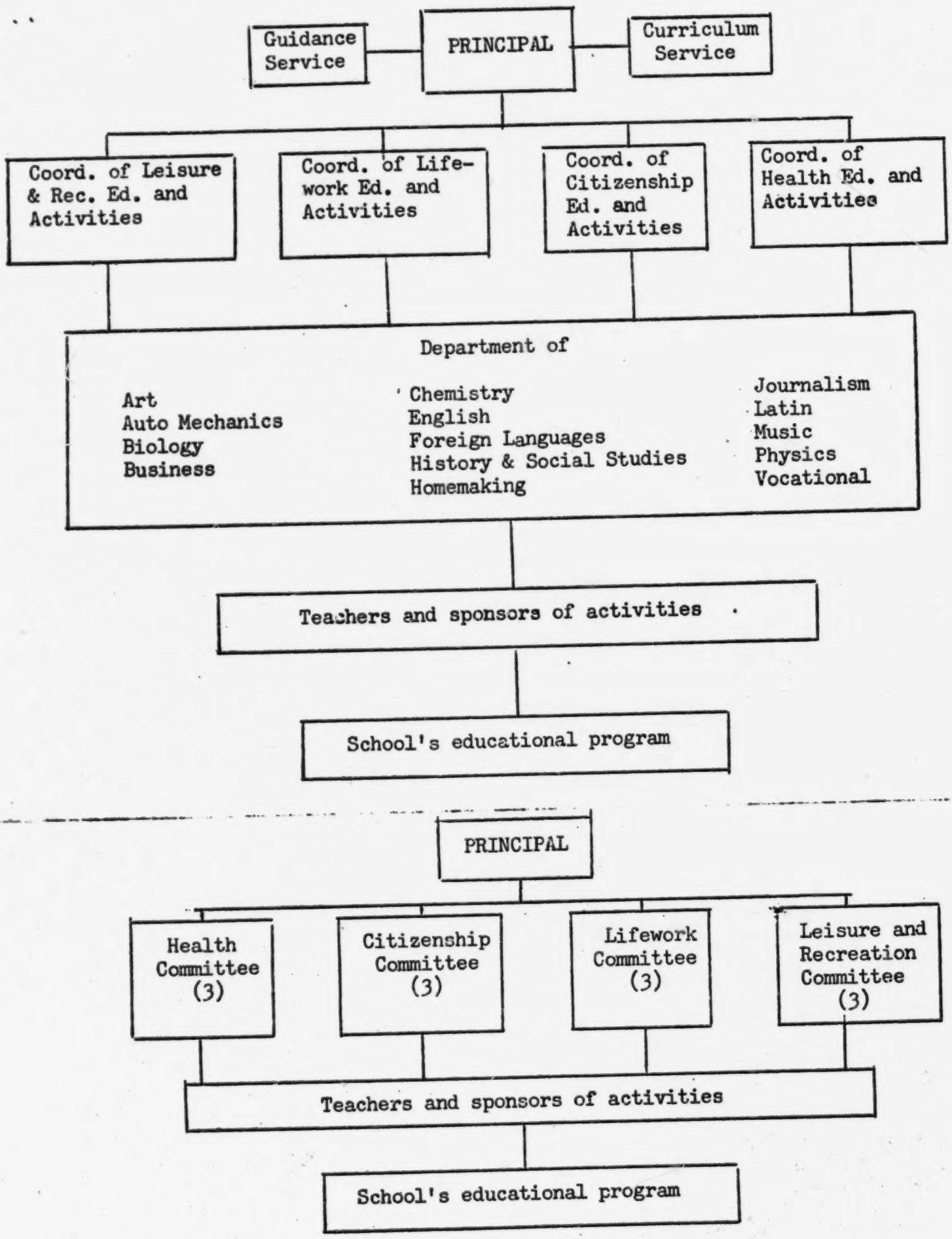
7. A trend towards the Purpose organization of secondary schools will modify programs for the education of teachers also.

Evidences of Purpose Organization

Almost every comprehensive high school is organized in part upon the purpose basis. All vocational programs--Business, Agriculture, Printing, and Auto Mechanics--are developed to meet as well as possible a particular "life work purpose" that particular students desire. Where a functional health education program prevails that is not merely a study about health, one may find a purpose-organized department of health. Elective courses in art and music open only to those with particular interest or ability are indicative of some attempt toward purpose organization. Some schools have created a position of "coordinator" or "director," or "supervisor," or "coordinating committee" for one or more of the principle Purposes accepted by the school. Few schools, however, have played up the Purpose organization to the point where there is an unchallenged priority over all other bases of organization. In such schools there are supervisors or coordinators of Citizenship Objectives, of Aesthetic Objectives, Health Objectives

and of Life Work Objectives. Each coordinator or school supervisor is charged with the responsibility of helping every teacher in the school obtain the educational outcomes desired in each subject in relation to his particular objective. The staff members in a number of schools have assigned themselves to committees to promote the major objectives of education in their schools. Insead of a Coordinator of Citizenship, there is a Committee on Citizenship Education, another on Health Education—one for each purpose the school stresses.

Although few high schools are fully purpose organized, the fact that the plan has strong logical justification and the fact that staffs in other schools tend to use it in proportion as they become seriously interested in improving the educational programs of their schools, suggest that purpose organization will be used increasingly in years to come by forward-looking and professionally-minded staffs in the future. Without disturbing the existing departmental organization in a large school, an assistant principal, a girls' counselor, a boys' counselor, and a principal could readily undertake the task of leading teachers and department heads in achieving the major objectives of that school. Types of relationships that might exist in schools stressing Purpose organization are illustrated in the accompanying charts.


Guidance Service
PRINCIPAL
Curriculum Service
Coord. of Leisure & Rec. Ed. and Activities
Coord. of Life-work Ed. and Activities
Coord. of Citizenship Ed. and Activities
Coord. of Health Ed. and Activities
Department of
Art
Auto Mechanics
Biology
Business
Chemistry
English
Foreign Languages
History & Social Studies
Homemaking
Journalism
Latin
Music
Physics
Vocational
Teachers and sponsors of activities
School's educational program

PRINCIPAL
Health Committee (3)
Citizenship Committee (3)
Lifework Committee (3)
Leisure and Recreation Committee (3)
Teachers and sponsors of activities
School's educational program

Charts 1a, 1b

The appointment of coordinators for major objectives will be especially helpful in schools that are developing modified programs correlating American Literature and American Hi. y, for example, or World History and English as another example. This is not to be confused with a core program. Team-teaching is very helpful where classes may remain separate but teachers work together out of class to articulate the work. In 1935 at Denby High School, the Progressive Education Association's Block-Time Program combining world history, art and English in a two-hour block of time went into effect. It was highly successful from 1935 until 1940 and was used with slight modification until June of 1961. Again, this was not the course commonly referred to at Denby High School as "core." However, be it core or the "integrated program," as was worked out at Denby all these years, students can remain with the teacher for two or three periods at a time for the common learnings that may come from several subject matter fields. And in both programs, the necessity for teachers from different departments to work together should be facilitated by the leadership of four or five Purpose Coordinators. When schools are highly departmentalized along subject (process) lines and where such departmentalization cannot be abandoned, the need for the coordination that can be secured through purpose coordinators is <u>even more acute</u> if a school is seriously interested in a better achievement of its purposes.

Although department heads still serve in a large majority of schools, there has been a trend to modify their functions in many school systems. This does <u>not</u> mean "decreasing their authority." Department Heads usually have these duties:

1. Conducting departmental meetings
2. Budgeting supplies and instructional materials
3. Visiting, rating, assigning, and conferring with teachers
4. Selecting text books
5. Planning courses of study
6. Recommending teachers for appointment of advancement
7. Evaluating achievement

The objections to present departmentalization in some high schools have led some students of high school administration to decry all departmentalization as bad and to conclude that good schools are not departmentalized.

Although it is true that present high schools, in general, suffer from excessive and inefficient departmentalization, it does not follow that departmentalization is necessarily bad. Many high schools, too small to raise any problem of over-departmentalization, should continue to operate as a "school of the whole" with only a trace of any departmentalization. But large schools, like any other large institutions that would carry on complex programs, require departmentalization. They need, however, to be departmentalized along lines directly related to the achievement of the various Purposes for which any institution exists. For instance, if local city government exists to protect the property, life, and health of citizens, it needs departments of police, fire, health, sanitation, parks and so on, each of which is concerned with fulfilling the purpose of local municipal government. It may also need such other departments as personnel and purchasing, but these two would be recognized as subordinate to the former group, whose work they assist. The latter are typical of the "service" departments that are subordinate to the departments directly concerned with the achievement of the major Purposes to be served.

So in the school there should be both major and service departments. The major department should bear a close relationship to such major Purposes as Health, Citizenship, and Life Work, for example; that is, they should be Purpose-Organized departments. There should also be such service departments as Guidance Service and Curriculum Improvement. These latter are subordinate to the former and exist not to decide what the major departments should do but to furnish such service in their special fields as is needed by the major departments and the discharge of their functions. Every large school needs such departmentalization; the present fault lies not in having departmentalized high schools but in having departments that center not on Purposes but on "processes" which perhaps were once necessary to achieve the school's purposes. The high school principal's function in relation to this situation is not to abolish all departments, and thus bring into being a non-departmentalized school, but rather to lead the school and community to be willing to reorganize the school in terms of its major accepted purposes, and then to coordinate the work of the major and service departments so that maximum levels of purpose achievement are more effectively and easily reached than would be possible without such coordination.

In fairness to present department heads, it must be said that many have been effective leaders in improving the instruction in their departments. They have tried to do what they were told they were to do by those who appointed them. Some have been especially effective in stimulating teacher participation in program improvement and have been active in influencing student behavior, even though their efforts required the over stepping of departmental lines. Many have carried heavy loads of teaching, in addition to administrative detail. However the problem of departmentalization is solved, clerical assistants should relieve department heads wherever possible some harassing administrative details and teachers should relieve them of heavy teaching loads. This is usually done in Detroit and I am certain this is the case in our Inner-City High Schools. Principals can and have provided time for department heads, committee chairman, or purpose coordinators to exercise professional leadership and should help these people become open-minded and resourceful teachers influencing student behavior in achieving the fundamental goals of the school..

In Detroit, workshops have recently come into their own for the purpose of upgrading.of teacher effectiveness. A workshop is often composed of a committee of the whole or divided into sub-committees. The Citizens' Advisory Committee on School Needs was made up of a steering committee, a committee of the whole, and many sub-committees, each of them working in a coordinated manner and working to a very high level of effectiveness. Committees of the faculty often deal with such matters as curriculum revision, scholarships, professional study, and faculty welfare. Special committees of teachers are concerned with such problems as improving the marking system, establishing memorials, professional problems, evaluating achievement, and even selecting personnel in some school systems. Committees of faculty members and students work together on athletics, school assemblies, social affairs, and after school activities, health, safety, citizenship and the beautification of the school. Because there is a psychological value in arranging for everyone to have a part in any group project, committees are sometimes created which have small reason for existence. There is no justification, obviously, for thus straining to achieve this form of vigorous organization. There are plenty .

of important tasks to be performed in any school, and if the needs are developed clearly in faculty discussions, the problem will be one of securing personnel to carry on important work and not one of finding busy work for committees that have no real function.

Such committees and their work should be evaluated by the committees themselves and by the faculty each spring. No committee should be continued beyond the year which the staff cannot see as essential for the work of the following year. Committee membership and the chairmanship should be on a rotating basis so that some new members replace the old ones each year and a new chairman takes charge. This prevents a member of the staff or a whole committee from "getting in a rut"; but this also means that staff-members get a broader experience with the work of the school and hence are progressively better able to participate effectively in helping to plan and carry on the work of the school.

Not only does the purpose organization lend itself to achieving with more effectiveness the Ten Imparative Needs of Youth as quoted earlier in this paper, but it promises to work with optimum effectiveness in the in-service education program of any school or any school system. It promises to work in a maximum way in obtaining the following objectives of in-service education:

1. Integrating staff personnel;
2. Involving teachers in an active participation in curriculum improvement;
3. Delegating responsibility and authority to various appropriate people on the staff including as many teachers as possible for committee involvement;
4. Developing unity on the one hand, and diversity, on the other;
5. Providing continuing orientation for the staff-something which pays big dividends.

Again, organizing a school around "purpose coordinators" and/or "purpose committees," and using the existent departmentalization of the school as highly organized service departments, will provide an effective bridge to a curriculum improvement program which will truly meet the needs of the youth in a particular school and the community which this school serves. Also, if such a program is developed with care and as wide a degree of involvement of staff as possible, the

evaluation of this program will very probably be carried forward with objectivity, high levels of refinement, effectiveness, and satisfaction for the total school staff. It is inappropriate for me to say more about in-service education of teachers at this point because this is an area with which present principals, assistant principals, and district administrators are thoroughly conversant. My comments are intended only to try to point out that Purpose-organization of a high school should lead in a more maximal way to the achievement of high-level, in-service education than present organization seems to have done.

Throughout this discussion, it should be kept in mind, that no radical reorganization along department lines is intended now or any time in the future. Rather, what is to be emphasized here is that the present departmental system of organization is to be kept intact, but that the coordinators or committees on purposes will be the key groups determining the appropriateness of educational offerings for pupils, especially in reference to that 85% or more who are non-college bound. Many various and specific purposes can be established, but it is advisable to select four or five major purposes, to develop a purpose coordinator with a working committee around him for each purpose, and then to sub-divide under each of the purpose committees a number of sub-activities for which the purpose coordinator and his committee will be responsible. Then each department such as Exact Science, English, Foreign Language, History, Social Studies, and others can throw the weight of their experience and resources into developing units, selecting materials, and developing techniques appropriate for the achievement of the purpose committees. A careful examination of the "Ten Imperative Needs of Youth" should lead to an objective statement of purposes in a senior high school and, this is logically followed by the establishment of purpose committees. An obvious recommendation of a purpose committee, for example, may be to decide that Chaucer is inappropriate as a unit of study in an eleventh or twelfth grade English class and that instead of Chaucer possibly some basic English, in all its dimensions, reading, speaking, listening, and writing, should be substituted. The purpose of teaching true communication rather than a specialist's approach to English would be initiated and the purpose committee would have priority over the decision of the service department, in this case the English Department. It is also quite obvious that the English Department Head would not only agree to this recommendation in an Inner City High School but would be in the vanguard of those proposing such change. The example is given only to illustrate the functional relationship that would exist between the major and service departments.

The Changed Schedule Pattern

The schedule makers concept of what the basic pattern of a school should be must be changed if he incorporates into a school's daily schedule some of the types of suggestions made in the preceeding sections. The basic design of the conventional schedule can be compared to a checker board because an equal space is allotted to each teacher on the schedule sheet. The conventional plan is represented by the schedule sheet shown in Chart 2.

PERIOD		TEACHER					
		A	B	C	D	E	F
1	8:00- 8:45						
2	8:50- 9:35						
3	9:40-10:25						
4	10:30-11:15						
5	11:20-12:05						
6	12:10- 1:55						
7	2:00- 2:45						

Chart 2. Schedule Sheet

This rigid basic plan must be modified so that we have one which includes the possibility of three or even four lengths of periods, as was suggested by our earlier reference to integrated courses.

In Chart 3 samples of possible schedules for teachers are shown that illustrate how it is possible to meet a number of the newer demands enumerated throughout this paper.

Period	TEACHER												Period
8:30	A	B	C	D	E	F	G	H	I	J	K	L	8:30
9:00	Gen. Ed.		Gen. Ed.		Gen. Ed.		X	X	X	X	X	X	9:00
9:30							X	X	X	X	X	X	9:30
10:00													10:00
10:30	Gen. Ed.		Gen. Ed.		X	X	Gen. Ed.		X	X	X	X	10:30
11:00					X	X			X	X	X	X	11:00
11:30													11:30
12:00	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	Y	12:00
12:30	Z	Z	Lunch		Z	Z	Lunch		Z	Z	Lunch		12:30
1:00	Lunch		Z	Z	Lunch		Z	Z	Lunch		Z	Z	1:00
1:30	Gen. Ed.		Gen. Ed.		X	X	Gen. Ed.		X	X	X	X	1:30
2:00					X	X			X	X	X	X	2:00
2:30													2:30
3:00	Gen. Ed.		Gen. Ed.		Gen. Ed.		X	X	X	X	X	X	3:00
3:30							X	X	X	X	X	X	3:30
4:00													4:00

Chart 3. Daily Schedule

For example, eight of the teachers shown in this chart—A, B, C, D, E, F, G, H —— have one and a half clock-hour periods for General Education classes. These periods might be used to meet different General Education classes in the morning and afternoon, or they might be used for each teacher to meet the same class twice each day. The devision would probably depend upon the scope of the General Education program: the broader its scope, the larger fraction of the day might logically be allotted to it. In the junior high school, the broader general education program might be more widely used. In a senior high school probably one and a half clock hours each day would be allotted to general education.

The broken lines between A and B, C and D, E and F, and G and H, illustrate the fact that the schedule permits cooperative teaching by teacher A with B, C with D, E with F, and G with H. This type of time schedule also permits a broader cooperation in a "synchronized block" of teachers E, F, G, and H whenever it is desirable. Vocational teachers in a senior high school would have schedules similar to those of teachers A and B except that they would have three clock-hour periods in the morning or afternoon.

Four teachers I, J, K, and L in Chart 3--are shown to have programs that omit General Education group teaching. They have schedules like those that a conventional schedule provides for all teachers--one period for each class. These teachers would teach such special subjects as physical education, art, music, and any elective subjects. Schedules like these would also be assigned to the librarian, study hall teachers, and to the sponsors of student organizations. It will also be noted that the periods marked X in Chart 3 also include "open" periods. There is no necessity for any teacher working under this type of schedule to teach any more classes than are now taught under conventional scheduling techniques. Some would teach fewer different groups; none need teach more.

The third type of period shown here is three sets of periods of thirty minutes each, between 11:30 and 1:00. One set of these short periods provides a free conference time and no pupil or teacher has a class and therefore all are free to schedule any needed conferences. A second set of these short periods provides for courses calculated to meet needs and weaknesses that students may have. These include remedial courses in basic educational skills, in corrective physical education, in speech training, and in all other types of courses offered to remedy a critical weakness that, if allowed to persist without any effort by the school to help the youth overcome them will handicap him all of his life. Currently this effort by the school is often too meager because no specific time is set aside for it. (Great Cities Project schools and other schools in Detroit are the exception to this, for they have additional staff, and added services are built into existing programs.) As a result of inattention, many students graduate with weaknesses that could have been removed or at least reduced. What is needed here is a period of drill or practice, a short daily period of concentrated work usually producing more

improvement in terms of time spent than a longer period does now. This course interlocks with the lunch periods that use the second and third set of short periods. It is easy to see that if the school does not care to include these courses in the conference period in its daily schedule, all can be omitted and an extra period will be gained, or the daily schedule may be shortened at one end or at both by as much as a clock hour.

If the school day shown here seems longer than the one we have been accustomed to, it should be remembered that the X periods include student activities that otherwise might come after school and also include at least one open hour for teachers each day so that more of the other work now done by teachers after school can be done within the scheduled day. The idea behind the longer school day is to show as nearly as possible on the schedule all the time actually used by pupils and teachers for school work, instead of showing a short day with a lot of work expected from both students and teachers that must be done after school and at home.

The fundamental difference between the work of the maker of a conventional schedule and that of the maker of one of the newer types of schedules is that the former starts to build his mosaic or block schedule with little pieces of time of exactly equal length. The supposition is that these are what he should use for all classes except laboratories. He constructs a design for each teacher which is like that of every other teacher because he has but one-sized block of time. The newer type of schedule starts the schedule maker out with three different blocks of time; a shortened one--25-30 or 35 minutes: a standard or basic block of twice the length of the shortened one; and an even longer block of three or four times the length of the basic one. This type of schedule with its three units of time, can be adjusted to meet the varied needs of those who teach the broad program of the modern school that stresses growth and development of pupils. It fulfills a function that teachers have said was not fulfilled by conventional scheduling practices. This type of scheduling making is being evolved to cope with the situation produced in modern high schools by present-day social conditions and their demands upon the high schools, by the newer concepts of the function of secondary education in America, and by newer methods and materials of teaching. In time it promises to be as appropriate for these changed conditions as the con-

ventional daily schedule pattern was for the concepts prevailing when it was developed. A good account of how one school went about studying its program to discover its strong and weak points, and of what the results were, is given in Education Unlimited, by Wright, Gaumnitz, and McDonald, (U. S. Office of Education, Bulletin No. 5; Washington, D.C., 1951). It is pretty good evidence that objectional rigidity in the daily schedule can largely be eliminated.

Within the last few years overcrowding in some urban high schools has accounted for modifications in the school day even though no basic changes in the educational program were contemplated. These modifications are usually made to avoid putting students on half-day schedules. In some cases the student body is divided into two shifts, one of which makes an early and the other a late start on the school day, and one therefore ends its day earlier than the other. This means that both shifts are in the school building during the middle of the day but due to the fact that then part of the students are in cafeteria, part can be in an auditorium period and others in large classes which are purposely scheduled at these middle hours; in this way, the whole student body can be cared for at once for a few periods.

In other schools a 9-period day is used with the student body divided into three shifts. Timing is arranged so that only two-thirds of the student body is in the building at any one time.

These types of modifications (and others) of daily schedules are in most cases administrative adjustments adopted to meet overcrowded conditions. But they prevent schools from going on to half-day sessions and therefore serve a very useful purpose. Also they break with the traditional idea of a relatively short school day and move toward an extended period of daily use of the school plant. Any administrative changes which popularize the idea of more complete use of the high school or plant for longer periods of each school day are probably moves in the right direction..

Concluding Remarks

As was said earlier in this paper, it is an understandable fact that the best secondary school administrators often show little patience with theoretical approaches to revamping school curriculum and organization. Often they are too busy "doing" to be concerned with theory. However, it should be repeated here that all of the observations, theories, and recommendations brought forth in this paper were made by "on-the-job" secondary school administrators, some of them with forty years or more experience in education and with thirty or more years experience as high school or junior high school principals.

I may be wrong, of course, but I think that we in Detroit are now in a "golden era." From the superintendent through the district administrators, we find support, enthusiasm, and encouragement for experimental programs and changing patterns of school organization all intended to improve education for young people in our high schools and to serve as steps towards drop-out prevention. The days of punitive reaction from upper echelons because of "mistakes" (mistakes being equated with deviations from the conventional) are on the wane. Rather, even if one were to think in terms of self-preservation, errors in judgment are more readily tolerated in experimental-type programs than they are in the conventional. This is quite understandable because the nature of change is such that nothing can work to perfection. It is our feeling that one should not be anxietous about attempting improvement. We know that intrinsic to change there will be errors of one degree or another. To refrain from attempting improvement because these errors face us along the way is hardly in keeping with the present philosophy prevalent in the Detroit educational picture. Improvement is what counts and improvement should be attempted.

It was said earlier that countless documents, books, pamphlets, and government publications have been produced since the mid-30's on reorganization of secondary school education. In this, the final section of this paper, it is highly appropriate to mention one more outstanding work that is completely devoted to thorough and minute examination of Purpose Organization in high schools. The title is, Behavioral Goals of General Education in High School, Russell Sage Foundation, New York, 1957. It seems imperative to this writer that anyone contemplating examination and improvement of a

conventional high school curriculum in a comprehensive high school, should examine this book and take advantage of the detailed delineation of objectives of education and behavioral outcomes. I think the last paragraph on the section, "Organization of Proposed Outcomes," is especially pertinent.

> The formulation of these lists of behavioral outcomes and developmental equivalents for general education in high school is an attempt to provide worthwhile and tangible goals which will keep all students hard at work on tasks they consider important and possible of achievement. It is not a "soft" program for students, for it stresses their growth and development which result only from work on their part. As they recognize that the school is evaluating their progress by their improving behavioral competence, and their success by their willingness and ability to apply the knowledge, values, standards, and principles they acquire or learn in school, they will realize that they face tests that really challenge their ability. On the other hand, such a program of education will not present distasteful or meaningless tasks to students. The kinds of growth which it encourages them to strive for are those which they can recognize as needed by all youth if they are to lead as satisfactory and successful lives as are possible for them.

The total recommendations implicit in this paper could not, in fact should not, be carried out overnight. However, immediate and direct steps can be taken to involve as many faculty members as possible in the planning and formulation of the purposes of education in any junior or senior high school. In a matter of four or six months, it would be possible for a group of teachers, counselors, department heads, and administrators to work together to formulate Purposes and work towards some implementation in terms of reorganized school curriculum and a modified schedule for the following semester. Present departmental organization need not be eliminated or even changed. What can be done is the appointment of Purpose Coordinators working with Purpose Committees. Four or five such committees planning together, within and among themselves, could structure a highly meaningful, enriched, worthwhile, and appropriate curriculum for junior or senior high school youth in the Inner City.

The unalterable fact that looms above all others, however, is that time is our most fleeting and precious commodity. There is an urgency here that cannot be denied. We cannot put off "until tomorrow." It is imperative that we move with deliberate and considered thoroughness but move at a swift and determined pace. We have the resources of leaders in curriculum improvement here in the city of Detroit: district

administrators, assistant superintendents, the director of curriculum, principals, and many knowledgeable people on the supervisory staff. Any, all, or none of these might be invited to help us in our planning and in our action program. Naturally, there will be many problems that will require our deepest thought and highest effort; I am sure that we are equal to the task and that together we can improve the teaching-learning situation in Inner-City Secondary Schools. Somehow, this must be done, and done as soon as humanly possible.

ADDENDUM 1

IMPORTANT CONCEPTS AND DEVELOPMENTS IN THE FIELD OF GENERAL EDUCATION

and

Some Methods of Implementation

I. Definitions of General Education

A. This term has been used by most educational workers to mean that education which should be common to all students.

B. General Education is that part of the school program which is required of all students at a given level on the grounds that it is essential to the development of the common values, attitudes, understandings, and skills needed by all for common democratic citizenship.

C. General education can be defined in reference to the value-system of a particular culture.

1. Education in a democratic society is general when it is geared to the task of clarifying the democratic value-system.

2. It is general when it increases the depth and range of these values and encourages, through concrete activities, the realization of these ideals for everyone—a realization that will be brought about by rebuilding institutions to exemplify the desired values more closely.

II. Important Concepts Inherent to General Education

A. General education should help the student discover and explore his capacities and interests including those which have direct vocational implications.

B. General education should provide opportunitities for developing understandings of the way the work of the world is carried on, and appreciation of the contributions of the major vocations to human welfare.

C. The school should provide guidance in selecting a vocation.

D. Guidance and counseling are integral and continuous functions of all areas general education.

E. General education tries to meet the individual needs of youth and make them competent to deal effectively with the common problems of society.

F. General education is based on the premise that education for citizenship can best be brought about through basic courses which bring all problems and skills into relationship.

ADDENDUM 1 — Continued

G. It maintains that intelligent action is essential; knowledge alone is not enough.

H. Another principle of general education: Work experience under actual productive conditions is necessary if youth are to learn how to work effectively.

I. Insights are developed for healthy family living.

J. General education encourages the belief that everyone should have some leisure time and learn to use it wisely.

K. This philosophy is concerned with developing a comprehensive system of free, public education to meet the needs of <u>all</u> children, youth, and adults in a community.

L. General education provides means of improving the physical and mental health of all students.

M. General education encourages classroom teachers to improve their curriculum materials and teaching methods.

N. Secondary schools have developed courses in the common learnings to make good citizens of boys and girls.

O. Action research and co-operative research as well as joint planning among citizens-teachers-administrators is a functional part of general education development.

1. On another level, students are also given time and opportunity to plan part of their own programs to meet their own needs.

2. Teacher-pupil evaluation of students' work is another typical policy of general education.

P. General education provides equal opportunities for youth with superior capacities and for those who plan to go to college without restricting the program pursued by other pupils.

Q. General education tries to meet the "Life Adjustment Needs of All Youth." These include: (1) Individual skills; (2) Health and physical fitness; (3) Rights and duties of citizenship; (4) Family life; (5) Purchasing goods and services; (6) The influence of science; (7) Appreciation of nature and the arts; (8) Use of leisure time; (9) Ethical values and principles; (10) Basic skills.

ADDENDUM 1 — Continued

CHART IV

The curriculum could contain the following major areas:

<table>
<tr><th>Periods</th><th colspan="3">Early Secondary School</th><th colspan="5">Advanced Sec. or Comm. School</th></tr>
<tr><th></th><th>7</th><th>8</th><th>9</th><th>10</th><th>11</th><th>12</th><th>13</th><th>14</th></tr>
<tr><td>1</td><td colspan="3">Personal Interests
Exploration of abilities; discovery of interests,</td><td colspan="5">*Individual Interests(Electives)
Chosen by pupil under teacher guidance in avocational, cultural fields.</td></tr>
<tr><td>2</td><td colspan="3">all areas.</td><td colspan="5">Vocational Preparation
Includes study of science, math, social studies, literature, and foreign</td></tr>
<tr><td>3</td><td colspan="3">COMMON LEARNING</td><td colspan="5">languages in preparation for advanced study in Community Institute, college, and work experience,</td></tr>
<tr><td>4</td><td colspan="3">A continuous course in Social Living to foster growth in personal living and in</td><td colspan="3"></td><td colspan="2">Business.</td></tr>
<tr><td>5</td><td colspan="3">civic competence. Guidance.</td><td colspan="5"></td></tr>
<tr><td>6</td><td colspan="3">Includes games,</td><td colspan="5">Health and Physical Fitness
sports, and other activities; community health study.</td></tr>
</table>